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ABSTRACT

The major educational needs of potential students and ways these needs can be met by New Dimensions, a special component of the Los Angeles Community Colleges designed to offer new kinds of educational services, are explored. Barriers to regular college enrollment, special learning needs and interests not generally met through regular college programs, and programs broad in scope and designed to serve the college district as a whole are examined for various potential student populations. New potential students are identified as follows: military personnel, persons living at inconvenient commuting distances from campuses, part-time students who are employed full-time or are parents of small children or both; institutionalized students, either prisoners or long-term care patients; the physically handicapped; the undereducated; bilingual/bicultural persons; and low income persons either unemployed, low-paid, or on fixed incomes. Specialized educational needs relative to social/cultural awareness, new technology, new legislation and regulation, and for such groups as women, ethnic minorities, retired and older adults, business and industry, consumers, and government employees are also explored. (TR)

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NEW STUDENTS, NEW SERVICES: A PHASE I NEEDS ASSESSMENT FOR NEW DIMENSIONS

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Research and Development Services

Office for New Dimensions

Los Angeles Community Colleges

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NEW STUDENTS, NEW SERVICES: A PHASE I NEEDS ASSESSMENT FOR NEW DIMENSIONS

New Dimensions has been organized to design and coordinate new kinds of educational services for potential new students.

Who are these potential new students? They are those for whom barriers to regular College enrollment have existed, those for whom regular College programs are inappropriate, and those for whom new educational interests can be cultivated and satisfied through new programs and new approaches.

What are these new kinds of educational services? They include access through the use of portable media such as television, through coordinated advising and counseling. They include cooperative programs with business and industry, the military and government, special events and programs of interest and benefit to the district as a whole, and innovative educational technology.

These services have been developing within the four Institutes of New Dimensions: Cooperative Programs, Community Service Programs, Individual Programs, and Overseas Programs.

In this first phase of a needs assessment for New Dimensions, the relationship between new students and new services has been the central emphasis. The concern of New Dimensions are those educational needs which our Institutes are best equipped to serve.

This report will attempt to identify broad categories of need and to relate them to those Institutes most likely to provide services. A variety of sources will be used to estimate the scope of need or interest. One purpose of this report is to invite discussion; another is to bring into focus broad areas of need which can subsequently be studied in a more detailed needs assessment.

This analysis has approached educational needs which might be served through New Dimensions in three major areas:

1. Potential students for whom there have been barriers to regular College enrollment
2. Potential students with special learning needs and interests not generally available through regular College programs
3. Potential students and other participants in programs broad in scope and designed for the District as a whole

It is anticipated that these needs will overlap in many cases. Priorities have not been established. The format of the report will emphasize categories and discuss each in a summary manner.

NEW POTENTIAL STUDENTS	DISCUSSION OF NEEDS	NEW DIMENSION SERVICES
A. Geographic barriers	Proximity to college is of particular importance to individuals unable to change residence or to commute. While distance itself is not the barrier to LACCD residents that it is to those living in large rural districts, urban density and complexity intensify geographic distance to College campus sites.	
1. Military personnel	Military personnel, for example, are unable to change residence and are limited to what educational opportunity might be available in the area of their assignment.	
	An average of 5,500 military personnel in Southeast Asia are currently enrolled in LACCD curricula each of five terms annually. Since the 1974-75 academic year, enrollment has increased 38 percent. In addition to the potential expansion of services to other military bases abroad, the development of contract courses for native employees of American industries abroad would represent a new service to new students.	Institute for Overseas Programs
2. Persons at a distance from campus sites	The 1974 Geosystems study clearly indicates that larger proportions of students enrolled in the Colleges reside within 3 to 5 miles of a campus site. In most cases, areas greater than 5 miles showed less than half the rate of enrollment than those areas within 5 miles, from 4 percent of the population and above to less than 2 percent.	
	In 1975, the District Outreach Programs enrolled 26,966 students, an 8 percent increase over the previous year. This source of enrollment growth illustrates a response to need which is directly related to convenience in location.	
	Growth of Outreach centers and the establishment of Mission College have increased rates of participation in many of the communities identified in the 1974 Geosystems study. Preliminary analysis of 1976 enrollment rates suggests that two areas remain comparatively low: the area west of City College extending through Palisades, and the central southeast area near Southgate. If the rate of participation in these communities could be increased by one percent, 7,000 new students could be served.	

NEW POTENTIAL STUDENTS	DISCUSSION OF NEED	NEW DIMENSION SERVICES
Persons at a distance from campus sites, continued	Instructional television, or telecourses, can be a valuable asset in making College courses available to potential students living at a distance from campus sites. Enrolling an average of 5,080 students each of the past five years, current enrollment combining fall and spring semesters has increased 35 percent over that of 1975-76, at 5,548 excluding summer. The distribution of ITV students among communities with both high and low rates of participation is consistently about 1 percent of total enrollment in each community, and does not reflect the use of ITV to reduce geographic barriers. Moreover, only 10 percent of the ITV students surveyed in the spring of 1976 indicated lack of transportation as a reason for enrolling in a telecourse. Designing promotion of ITV courses to attract those at a distance from campuses, and concentrating distribution in communities with low rates of participation can, however, be expected to increase enrollment among those with geographic barriers.	Institute for Individual Programs: ITV
	The coordination of portable media course materials by New Dimensions, in cooperation with the Colleges, can further augment access to educational opportunity to those living at a distance from campus sites. Outreach locations housing VTR and other self-paced learning materials, in conjunction with counseling, advising, and referral services could attract and serve a number of students perhaps equal to those now enrolled in ITV.	Institute for Individual Programs: Learning Development, Student Development
	Factors which also have an effect on communities located at a distance from campus sites include less communication between potential students and College personnel. Community service programs which engage residents in a variety of educationally oriented events, locally based, can encourage dialogue and exchange regarding local needs and College resources.	Institute for Community Service Programs
	While the central southeast area is primarily residential, with further analysis of community needs necessary to increase participation, the central western area from Hollywood to Palisades includes segments heavily oriented toward business. Those courses scheduled for employees might include either	Institute for Cooperative Programs

NEW POTENTIAL STUDENTS	DISCUSSION OF NEEDS	NEW DIMENSION SERVICES
Persons at a distance from campus sites, continued	on-site, in-service contract classes or late afternoon general interest classes, where the location emphasis is related to work rather than residence.	Institute for Cooperative Programs, continued
B. Part-time students	Although many students choose to enroll in community college part-time who are not employed, for the large majority of	
1. The full-time employed	those who work, part-time enrollment is necessary.	

Eighty percent of U. S. adult males are currently employed, and 47 percent of adult women. In a recent survey of more than 8,000 LACCD students, 63 percent of the part-time respondents were working more than 30 hours a week. Of those working more than 30 hours a week, 83 percent were enrolled during the evening. These proportions are in direct contrast to full-time, day students, 20 percent of whom work more than 30 hours a week.

Those employed full-time do have less access to education, either in pursuit of degrees or for the purpose of job or self improvement. Part-time enrollment in evening classes, particularly for those living near a campus site, has been an attractive alternative for the full-time employed. Evening campus classes should not be the only alternative.

In the Carnegie Commission study, Toward a Learning Society, 43 percent of those enrolled in postsecondary education were enrolled in employer or union sponsored education, comprising 15 percent of total FTE. The Survey of Adult Learners conducted through the Commission on Non-Traditional Study reported that 35 percent of adult learners were interested in vocational subjects. Similarly, the Postsecondary Alternatives study found that 38 percent of California adults were interested in employer sponsored on-the-job training, and 35 percent gave better job performance as their reason for being interested in further learning.

NEW POTENTIAL STUDENTS	DISCUSSION OF NEEDS	NEW DIMENSION SERVICES
The full-time employed, continued	Actual enrollment of students in LACCD Outreach classes confirms the high interest adult part-time students have in vocationally oriented subjects. In 1975, 38 percent of Outreach enrollment was in vocational subjects.	
	In Los Angeles County, 1.5 million adults between the ages 25 and 35 years work. Applying the Postsecondary Alternatives percentages of adult interest in education generally and in vocational education more specifically, over 350,000 adults would be interested in some form of employment-based education, both for job advancement and to meet certification and licensure requirements.	
	Outreach classes have already been established in a number of local employment sites, and these constitute a base from which New Dimensions might develop additional sites and curricula in cooperation with Outreach program directors as needs are identified. The expansion in this area could reasonably double the Outreach employment-based education to well over 20,000.	Institute for Cooperative Programs
	New Dimensions' unique contribution to the expansion of employment-based education would include the development of portable media course materials in areas of broad applicability. Examples might include accounting, data processing, management and supervision. ITV courses now exist in law and real estate. Current enrollment in these subject areas represents considerable interest.	Institute for Individual Programs: Learning Development, ITV
2. Parents of small children	In Los Angeles County, more than 460,000 families have children under 10 years of age. Eighty-two percent of the families include both parents, which allows for some sharing of responsibility that permits work and education to continue. The enrollment pattern of women students reflects their child-caring responsibilities. 1975 enrollment statistics by age and sex for California Community Colleges show enrollment of young women 19 years of age or less highest for full-time day classes at 56 percent. Women between 25 and 35 years of age, however, more often enroll part-time in evening classes, at 52 percent.	

NEW POTENTIAL STUDENTS	DISCUSSION OF NEEDS	NEW DIMENSION SERVICES
Parents of small children, continued	Single parent families, mostly headed by women, care for an estimated 78,500 children under 10 years of age. Recent census reports indicate a rise in single parent families nationwide, from 15 to 20 percent. These parents, many of them poor and many of them working, have little access to educational services. In a recent study of educational organizations in Santa Monica, single parents were identified as a group increasing in size and in need of appropriate educational programs.	
	A variety of approaches could be used by New Dimensions to facilitate greater access to education by single parents. More analysis of their particular needs, interests, learning modes and scheduling preferences could be conducted through contacts with community agencies and associations, direct interviews and selected sample surveys. It is not unlikely that the development of specially modified delivery systems could increase the enrollment of single parents 30 percent or more.	Institute for Individual Programs: Learning Development, ITV, Student Development
C. The Institutionalized	Persons in long term care facilities, like those with geographic barriers, have few options for educational development. Even therapeutic crafts and access to commonplace resources such as libraries are extremely limited.	
1. Prisoners	Approximately 10,000 inmates are housed in Los Angeles County jails. Almost none have facilites for conducting classes, and barriers exist not only for inmates, but for those from the "outside" that might be able and willing to provide services.	
	The educational needs of prison inmates are most seriously basic skills; in a recent survey of prison inmates, only 24 percent had completed high school. While in this district basic education is provided through the Adult School, three distinct needs can be provided through Community College resources. These are the provision of first-year coursework to high school completers, the distribution of information about College programs and employment opportunity, and counseling services to assist in the planning for re-entry upon release.	Institute for Cooperative Programs Institute for Individual Programs: Student Development, Learning Development

NEW POTENTIAL STUDENTS	DISCUSSION OF NEEDS	NEW DIMENSION SERVICES
Prisoners, continued	The Training and Employment Advocacy Program, funded through Title I, begins to meet these needs. Limited by staff to a basically referral or brokerage function, expansion of resources through the Colleges could provide institution-based instruction to an estimated 1,000 students. In addition, the provision of information to inmates can be expected to increase the enrollment of ex-prisoners in College programs by fifteen or twenty percent.	Institute for Cooperative Programs: T. E. A.
2. Long-term care patients	An estimated 35,000 people in Los Angeles County are residents of long-term care facilities. Seventy-five percent are persons 75 years of age and over; 91 percent are over 65. The group between 65 and 75 years of age would be most receptive to educational programs focusing on post-retirement coping skills. Of the 5,000 or so persons in this category, perhaps 1,000 could be attracted to such programs. The placement of College student interns in long-term care facilities represents another liaison activity which New Dimensions would be able to coordinate. At present, New Dimensions is exploring sponsorship of classes for staff personnel in long-term care facilities.	Institute for Cooperative Programs
	The development of video cassettes in a variety of subject areas would be an appropriate vehicle for patients of long-term care. Videotape receivers could be rotated among institutions within the community. UHF broadcast is another possibility.	Institute for Individual Programs: ITV, Learning Development
	Given that less than one percent of current LACCD enrollment is of persons over 65 years of age, it is not likely that educational services offered would be ADA generating. It would be necessary for New Dimensions to apply for grants or utilize Community Service resources, other consortia, and co-sponsorship to provide expanded services to long-term care patients. Further analysis of educational need is also requisite.	

NEW POTENTIAL STUDENTS	DISCUSSION OF NEEDS	NEW DIMENSION SERVICES
D. The physically handicapped	An estimated 18,000 residents of Los Angeles County are handicapped to an extent not precluding eventual economic independence. LACCD currently enrolls nearly 3,000 handicapped students.	
	New Dimensions can supplement College enrollment through portable media. Current ITV enrollment of handicapped students appears slightly higher in proportion than College enrollment, based on survey responses. This proportion can be increased through expansion of media designed for those with visual or audile impairment. Telecourses, for example, could be dubbed with print for persons with hearing loss. Audio taped lessons could be provided for persons with loss of vision. The advantages of televised courses received in the home are obvious for persons with motor disability.	Institute for Individual Programs: ITV
E. The undereducated	Median years of schooling completed for Los Angeles County residents is 12.4 years, with 62 percent having completed high school. Years of schooling, however, may not adequately represent undereducation. The "cooling out" function of community colleges is a familiar but unflattering interpretation. Compensatory, remedial, or developmental education is a necessary component of the community college function. Undereducation does represent a barrier to regular and continuing enrollment.	
	Part of the basic curricula of New Dimensions might well be entry-level skills, not only in refresher math and English, but in the basic vocabulary of economics, law, computer science, the physical sciences, consumer efficiency, and other subjects which have not only influenced contemporary life, but advanced or developed in the last score of years. In addition, New Dimensions can encourage experimentation with individual learning styles through staff development and consortia arrangements.	Institute for Individual Programs: Learning Development

The undereducated, continued	The Dallas Community College District, which has a large developmental education program, has enrolled 10 percent of its students in some aspect of the program. In the survey last fall of students enrolled in LACCD Colleges, 5 percent had not completed high school, and 19 percent had grade point averages of less than 2.5. Enrollment increases and enrollment retention could result from a broad strengthening of developmental education programs in the district as a whole, perhaps as much as 5 or 6 percent.	
F. Bi-lingual/bi-cultural persons	Although District enrollment of minority students exceeds the proportion of minority population in Los Angeles County, distribution of enrollment is uneven. East enrolls 52 percent Spanish Americans, compared to 18.5 percent for the District as a whole, while West enrolls 61 percent and Southwest 91 percent black, compared to 32 percent for the District as a whole. In contrast, Pierce and Valley enroll between 86 and 95 percent white, compared to 42 percent for the District as a whole. For these Colleges, a single cultural/ethnic type dominates. As a port of entry, Los Angeles has over 2 million foreign stock. Over 1 million speak Spanish. Cultural differences among such persons are a unique resource and an educational challenge. It is necessary to both reduce barriers and to effectively utilize cultural diversity.	
	While it is beyond the scope of New Dimensions to effect consequential changes in the enrollment distribution of culturally different students, the sponsorship of District-wide Community Service events which involve students from Colleges representing different ethnic majorities may encourage greater interaction.	Institute for Community Service Programs

NEW POTENTIAL STUDENTS	DISCUSSION OF NEEDS	NEW DIMENSION SERVICES
Bi-lingual/bi-cultural persons, continued	Community-based Outreach classes designed to attract older adults who are bi-lingual/bi-cultural may also increase enrollment. The enrollment of persons over 45 is lower than the District average for both East and Southwest. The development of portable media courses translated or written for persons whose primary language is not English would further encourage the participation of ethnically and culturally different students. The offering of Spanish language classes through telecourses would also attract students; Spanish class enrollment ranked third highest in Outreach programs offered in both 1974 and 1975. Bi-lingual/bi-cultural programs such as these might be expected to add some 3,000 students to current enrollment.	Institute for Cooperative Programs Institute for Individual Programs: Learning Development, ITV
G. Low-income persons	Low-income persons not only have barriers to regular College enrollment because of associated costs, but have different kinds of learning and support service needs.	
1. The unemployed	There are currently some 250,000 persons in Los Angeles County who are unemployed, and rates continue to increase. These rates vary among communities, with the highest rates concentrated in the central southeast area.	
	Tailored programs for the unemployed can be considered from several perspectives. Examples might include expanded skill assessment and job placement services in Outreach locations, evaluated credit, learning contracts in new but related occupational fields, and retraining certificate programs. Training contracts through CETA is also a possibility.	Institute for Individual Programs: Student Development, Learning Development Institute for Cooperative Programs
2. Low-paid employed and their dependents	A comparison of family income level reported by a 1974 LACCD student survey and local 1970 census statistics suggests that low income persons are underrepresented in College enrollment. Thirty-seven percent of Los Angeles residents had incomes of less than $9,000 in 1970, compared to 16 percent of LACCD students.	

NEW POTENTIAL STUDENTS	DISCUSSION OF NEEDS	NEW DIMENSION SERVICES
Low-paid employed and their dependents	The identification of educational needs of persons living in low-income communities, and the development of appropriate educational programs, can expand services to those whose income level is compounded by transportation or child-care problems. In general, educational objectives would include both money management and skill development that can enhance job advancement.	Institute for Cooperative Programs
3. Persons with low fixed income	Persons on low fixed income include two major groups, those on welfare and those on retirement and social security. Thirty-one percent of families with income below the poverty level are on public assistance, nearly 50,000 in Los Angeles County. Of those over 65, 1974 national statistics show median incomes of $4,500 for men and $2,400 for women. There are nearly 400,000 persons between the ages of 65 and 75 living in Los Angeles County.	
	Networks of social agencies serving these two groups can be used to conduct an assessment of their educational needs and preferences. Like other low-income groups, income management and the use of community resources could represent a specialized subject matter cluster. Unique applications for each group might well utilize a number of non-credit short courses.	Institute for Cooperative Programs Institute for Community Service Programs
	The development of tailored educational packages for low-income persons could attract from 5,000 to 10,000 new students.	

NEW POTENTIAL STUDENTS	DISCUSSION OF NEED	NEW DIMENSION SERVICES
A. Specialized educational needs relating to social/cultural awareness	In addition to reducing barriers to regular College enrollment, specialized educational programs may be necessary to meet the needs of particular groups.	
1. Ethnic minorities	In Los Angeles County, the two major ethnic minority groups are Spanish Americans, at more than 18 percent, and blacks, at nearly 11 percent. Among Asian Americans, who comprise less than 3 percent of the population, Japanese are most represented, at 1.5 percent. A growing number of Vietnamese have settled in the County, estimated at 34,000. Filipinos and Pacific Islanders make up less than one percent, as do Native Americans.	
	Greater awareness of ethnic diversity can be stimulated through community service events which foster interaction among different ethnic groups. Specialized learning packages, particularly for newly arrived groups such as the Vietnamese, might also be developed which emphasize acculturation as well as English language skills. Courses which translate technical vocabulary such as that used in health fields, law, or engineering might be identified for immigrants trained in these fields. The development of a telecourse series featuring ethnic communities in Los Angeles might also increase cultural awareness.	Institute for Community Service Programs Institute for Individual Programs: Learning Development, ITV
	New Dimensions is currently developing a grant program to provide student services to Native Americans who have moved to Los Angeles from reservation settings and who are enrolled in LACCD Colleges. One hundred students are expected to be served. Other programs such as this might be developed through grant sources or through Colleges or inter-segmental consortia. For smaller minority groups, co-sponsorship can provide support for broad application.	Institute for Cooperative Programs
2. Women	Differences among women with regard to their educational needs vary, particularly with age. Younger women need help in choosing non-traditional careers for women, and in adapting education and work to parental responsibility. Women in their middle years who are returning to education and work need help in assessing prior competencies and defining employment opportunities. Older women, who far outnumber older men, need help in assuming fiscal management and in adapting to living without husbands.	

NEW POTENTIAL STUDENTS	DISCUSSION OF NEEDS	NEW DIMENSION SERVICES
Women, continued	New Dimensions is currently developing grant proposals through the Women's Educational Equity Act to address some of these and other needs. One is designed to mediate sex-stereotyped choices of majors leading to careers. Another proposal has as its objective the training of women in specific physical skills associated with certain occupations. Still another will develop a model for College Women's Centers, to a large extent aimed at the returning mature student. Finally, a proposal is being considered which can serve the needs of working women who are union members.	Institute for Individual Programs
	Such programs for women represent not only expanded enrollment potential, but different kinds of services. The increase of women enrolled in postsecondary education is a nationwide trend; the rate for LACCD is 12 percent above 1975-76 proportions. Traditional programs and services will need to adapt to equal opportunity for women. Child-care centers, for example, have not been able to meet demands. The development of experimental models by New Dimensions will need to integrate services with content oriented toward role change.	
3. Retired and older adults	The proportion of retired and older adults in the population is increasing, from 4 percent in 1960 to 10 percent in 1975. In Los Angeles, 1970 percentage was 9.2. Educational attainment among older adults has also doubled since 1960; 20 percent of those over 65 have completed high school, and 8 percent have completed four years of college or more.	
	Although older adults with fixed incomes or in long-term care facilities have been identified as having access barriers, many retired persons have special educational needs related to the use of leisure time. A series of "senior seminars" could be developed which include travel, recreation, and general education topics adapted to older adults. Glendale Community College has scheduled some twenty seminars of this type.	Institute for Community Service Programs

NEW POTENTIAL STUDENTS	DISCUSSION OF NEEDS	NEW DIMENSION SERVICES
4. Pre-retirement adults	The transition phase of the later middle years has been increasingly recognized as a definite period of adaptation to changing roles. California State University at Los Angeles has developed a counseling program on mid-life for both men and women. Those 45 to 60, however, make up 25 percent of the population but just 8 percent of LACCD enrollment.	
	Educational needs for pre-retirement adults would include financial planning, health and physical fitness, psychological and social role transition, as well as leisure-related subject areas. Short courses at employment sites as well as in local residence communities might well be an approriate delivery system. It is conceivable that an additional 5,000 to 10,000 students could be attracted by such programs.	Institute for Community Service Programs Institute for Individual Programs: Student Development Institute for Cooperative Programs
5. Persons in programs of rehabilitation	Persons recovering from alcoholism, drug addiction, or disabling psychological conditions, as well as those who are recently released from prisons, represent a group of people who are making a difficult life-role transition. The trend toward out-patient care and half-way houses has intensified the need to develop specialized educational programs and support services for this group. Outpatient psychiatric care now accounts for 68 percent of treatment, compared to 33 percent in 1955. Approximately 25 half-way houses in the Los Angeles area provide transitional services to some 720 recently released prisoners. There are about 700,000 alcoholics in Los Angeles County, 50,000 of which are adolescents, and many others classified as alcohol abusers. An estimated 11,500 persons are currently in treatment for drug abuse within the County.	
	An educational needs assessment of these groups might identify common curricular and support service components that could be developed by New Dimensions, coupled with referral to regular programs offered by the Colleges. Perhaps 1,000 persons could be served through specialized approaches.	Institute for Individual Programs: Learning Development, Student Development Institute for Cooperative Programs

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NEW POTENTIAL STUDENTS	DISCUSSION OF NEEDS	NEW DIMENSION SERVICES
B. Specialized educational needs relating to new technology	Technological change affects both education and employment. While the overall employment growth rate for Los Angeles is projected to increase, job opportunities are expected to shift from production to services. High employment service areas include trade, transportation-utilities, public administration, and finance, insurance and real estate. All service-producing industry is expected to provide 206,000 of the 277,400 new jobs between 1975 and 1980. Production, however, is also expected to grow, particularly in the non-durable goods sector such as textiles, publishing, rubber, glass, and plastic products. Construction will be expected to gain, along with the manufacture of machinery, furniture, and fixtures.	
1. Business and industry, labor and management	Many of these trends will be reflected in curricular and enrollment shifts in regular College programs. Several general areas which are affected by technological change do, however, suggest specialized development by New Dimensions for those already employed in business and industry, both for labor and management. General areas include technological change related to energy conservation, new methods of processing information, and changes in scale. More specific areas relate to leisure-related consumption and health services. For example, new technology relating to energy conservation might include the use of energy-substitution materials, the adaptation of energy-conserving mechanisms, the development of more efficient public transportation, fuel and combustion substitutes, new heating/cooling designs in construction, and low-energy use equipment and household appliances. Energy conservation techniques within smaller businesses would have broad application; there are 124,000 firms employing fewer than 500 in the Los Angeles area.	Institute for Cooperative Programs

NEW POTENTIAL STUDENTS	DISCUSSION OF NEEDS	NEW DIMENSION SERVICES
Business and industry, labor and management, continued	New technology relating to new methods of information processing might include computer applications, particularly by small businesses, wholesale trade distribution systems, the use of tapes and films replacing some forms of printed material, and the development of information access and retrieval systems. The growth of service industries such as trade, transportation and utilities, and finance, insurance and real estate would particularly benefit from more efficient information processing. Changes in scale might also be considered a new technology. Public transportation and utilities may represent new large scale applications, while small scale business and manufacturing may develop along the lines of the Schumacher model, Small Is Beautiful. The growth of leisure-related consumption suggests development in forms of recreation, travel and tourism, and entertainment. Growth in restaurant, motel, and tourism has been indicated. New methods of food processing and preparation, hotel-motel management, the development of recreation sites and the manufacture and retail trade of recreation equipment are some of the developments implied. Finally, expansion of health and medical services involve new technology ranging from genetic counseling to geriatrics. Health and medical services are expected to increase 14.5 percent during the 1975-1980 period.	Institute for Cooperative Programs, continued
	The delivery of educational services relating to new technology can take several forms. In addition to contract and general enrollment courses, some portable media packages could be developed, as well as Community Service conferences and workshops. In general, the New Dimensions function would be to utilize local technological expertise to develop applications useful to local business and industry, primarily as courses, but in other forms as well.	Institute for Individual Programs: Learning Development Institute for Community Service Programs

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NEW POTENTIAL STUDENTS	DISCUSSION OF NEEDS	NEW DIMENSION SERVICES
2. Consumers	Although courses on consumer education have not been very popular, products of new technology affect consumer judgment. A single course might be developed for inclusion in general education programs for adults throughout the Outreach network, which evaluates relative advantages and the impact of new products and new technology. Information resources could also be collected and distributed.	Institute for Individual Programs: Learning Development Institute for Cooperative Programs
C. Specialized educational needs relating to new legislation and regulation	Specialized educational needs relating to new government regulations and new legislation apply to both private and public segments. Some of these educational needs relate to required levels of certification or licensure. Others relate to civil service tests or other occupational entry or advancement examinations. Increasing regulation also impacts on monitoring, evaluating and reporting skills that are particularly essential for public administration. The upgrading of secretarial positions through training in preliminary research, report writing and editing would have broad applicability both for public agencies and in businesses without research units.	
1. Government employees	Employment growth in the government sector has been one of the most dramatic. Growth is projected at 13 percent for Los Angeles in the 1975-1980 period, with local public administration expected to increase by 18 percent. As much as 5 percent of all adult postsecondary learning activity is through government agencies. Much of this activity is directly job-related in-service training. The Government Education Center also found government employees interested in taking courses developed by Colleges and offered at employment sites. In a recent GEC survey of federal employees, areas of greatest interest were found to be in management, psychology, report writing and Spanish. Specialized interests reported were law, taxation, Medical and fair employment practices legislation and guidelines--clearly reflecting the need for education relating to legislation and regulation. In the	Institute for Cooperative Programs: GEC

NEW POTENTIAL STUDENTS	DISCUSSION OF NEEDS	NEW DIMENSION SERVICES
Government employees, continued	GEC survey, 88 percent expressed a willingness to match released time for courses offered on site with compensatory work time. Thirty-seven percent reported taking college-level classes during the past two years.	
2. Business, industry and government, labor and management	Two examples of legislation and regulation which broadly affect both public and private segments are collective bargaining, and affirmative action employment. Specialized course materials could be developed in these and other areas subsequently determined, particularly for smaller agencies and businesses. It is difficult to estimate the number of people employed by business, industry and government who would benefit from the development of specialized educational content derived from new technology and new regulation. Further needs analysis, both through management and labor unions, will be necessary to clarify areas of expansion with strong potential for course enrollment. Further direction can also be formulated through trial courses, both in contract and general enrollment forms.	Institute for Cooperative Programs
D. Specialized educational needs for individuals	The Carnegie Commission reports 4.5 percent of postsecondary learning through correspondence. This suggests a persistent interest in independent learning modes. Empire State College enrolls more than 2,000 students in contract learning, essentially an independent learning mode. The interest in contract learning is widespread, and involves not only tailored curricula, but assessment of prior learning and the use of experiential learning for credit.	
	One of the objectives of New Dimensions might well be to develop contract learning components in cooperation with the Colleges, including prior learning assessment for credit and experiential credit models. Parallel developments would be competency-based credit and the ability to accumulate partial units of credit.	Institute for Individual Programs: Student Development

NEW POTENTIAL STUDENTS	DISCUSSION OF NEEDS	NEW DIMENSION SERVICES
Specialized educational needs for individuals, continued	Also associated with the assessment of prior learning is the development of credit by examination, administered either through CLEP or departments of instruction	
	Expansion in these areas will need to be gradual, but New Dimensions can be an impetus among Colleges to initiate contract learning and related modes of credit evaluation and recording. A pilot project involving some 50 students might be a preliminary phase.	
	A broader area of service to individuals with specialized educational needs is essentially an educational brokerage service. While this concept has by now general currency, implementation has been fragmentary. Again, an objective of New Dimensions might be to cultivate consortia which can combine resources to provide information about educational programs offered by many organizations within the community. Expansion of brokerage services would very likely increase enrollment in all educational institutions participating, including LACCD.	Institute for Individual Programs: Student Development

SECTION III: THOSE WHO WOULD BENEFIT FROM DISTRICT-WIDE PROGRAMS

NEW POTENTIAL STUDENTS AND PARTICIPANTS	DISCUSSION OF NEEDS	NEW DIMENSION SERVICES
A. LACCD faculty and staff	If faculty is to keep current with broader community needs for education, and new educational technology to meet these needs, in-service programs and staff development systems will need committed support. Areas which appear particularly significant are the non-traditional student, and individual learning modes. Also relevant is the adaptation of faculty in subject areas of declining interest to related subject areas with growing interest. Support staff require equal attention in the developing efficacy of their roles and functions. New Dimensions has assumed a major role in the programming of staff development in-service. Further development can occur through consortia with other local districts and postsecondary segments in the pursuit of new approaches to individualized learning and occupational guidance.	Institute for Cooperative Programs: Staff Development
B. Community residents	The quality of life in a community is also dependent on the resources it has for recreation, leisure, culture, and community affairs. New Dimensions can stimulate participation in these activities through a variety of large-scale, district-wide events and programs. These might include music and drama festivals, fairs, dance and actor workshops and ensembles, children's theater, community arts and crafts exhibits, senior olympics, back-packing and hiking trips, and local historical and nature tours. Community service programs might also include assistance to local residents in solving local problems and encouraging participation in political processes of decision-making.	Institute for Community Service Programs
C. Special programs for staff, students, and residents	The sponsorship by New Dimensions of international education, in cooperation with the Colleges, and in some cases, the Institute for Overseas Programs, can also expand participation in international study and travel. An ad hoc committee is currently assessing interest concerning the nature of such development.	

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It has been estimated that some 350,000 persons can be expected to participate through New Dimensions Community Service Programs.

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CONCLUDING COMMENTARY

In summary, New Dimensions can facilitate expansion of educational and support services to new potential students and participants that alleviate barriers, offer new specialized content, and provide broad categories of services to the district staff, students, and citizens. Both enrollment and participation can be expected to expand, with participation in many cases leading to subsequent enrollment.

On the basis of these preliminary projections, the most likely area of enrollment growth is employment-based, followed by delivery systems which attract those with barriers to regular enrollment. Controlling for estimated duplicate enrollment, 60,000 additional students could be attracted on the basis of educational needs identified in this preliminary draft report, exclusive of non-course participants.

Expansion is dependent upon a number of factors:

1. Policies relating to contract classes, competency-based instruction, modular credit, credit by examination and the assessment of credit for prior learning.

2. College liaison and support, particularly outreach divisions, but also instruction, community services, and student personnel services.

3. Consortia for brokerage services, new educational technology, and special programs.

4. Co-sponsorship of special programs with business, industry, government, other educational segments, and community agencies.

5. Categorical grant funding for special programs.

6. Adequate staff and district support services.

These needs are basically policy clarification, cooperation and coordination, and support.

It has been the intention of this report to identify broad areas of need potentially served by New Dimensions. It is recommended that further needs analysis begin with contacts through community associations in areas identified as having geographic barriers and low rates of enrollment. This assessment should include resident population subgroups identified in this report. Further needs analysis also needs to be initiated which relates to employment-based educational needs.

Additional needs assessment should also accompany projects in planning and implementation stages. Needs assessment should be cumulative and on-going. Data collection among program participants will also include measures of educational goals and preferences for use in program planning.

In addition to on-going needs analysis and adequate support, of equal importance is the development of educational strategies, materials, and publicity that attract greater participation among those with barriers to regular College attendance and those with special learning needs. In a sense, the New Dimensions thrust is the development of "tailor mades." Clear learning objectives, master facilitators, and support services will be necessary if these specialized processes are to move into the mainstream of educational practice.

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1. California Legislature, Postsecondary Alternatives To Meet the Needs of California's Adults, 1975

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4. Commission on Non-Traditional Study, Diversity by Design, 1975

5. Los Angeles County Department of Regional Planning, Population and Human Resources Division, Local Census Reports, 1970 and 1975.

6. Los Angeles County Superintendent of Schools, Manpower 1975-1980, 1976

7. U. S. Bureau of the Census, selected reports, 1970 and 1975.

8. U. S. Department of Labor Bureau of Labor Statistics, selected reports, 1976.

Additional sources include interviews and telephone calls to relevant agencies.